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ABSTRACT

Differences between returning and non-returning students in the Orange Coast Junior College District (California) are the focus of this first in a series of similar reports. Data were initially obtained from students enrolling in the district during the fall of 1968, and have been continuously gathered from new, continuing, and non-returning students. Previous periodic reports (ED 027 007 and ED 035 410) described the nature and collection of the information. Subsequent reports will provide more conclusive data, based on a broader sample, including the following comparisons made in this report: number of students enrolling in the district for the fall of 1968 compared with those who returned for enrollment in the spring of 1969; those in high school diploma and certificate programs who enrolled but did not return; and the relationship of home proximity to a 4-year college, work done in major field, scholarship eligibility, and type of high school program--all compared with subsequent enrolee attendance. (JO)

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ED038970

INS AND OUTS

HOW THEY ANSWER

FALL 1968 - SPRING 1969

PROJECT FOLLOW-THROUGH

February, 1970

JC 700 127

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 18 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Ins And Outs

How They Answer

Fall 1968 - Spring 1969

Item: Of those students enrolling for the first time at Golden West and Orange Coast Colleges in the Fall of 1968, more returned the following Spring than did not.

Item: Students returning for the Spring Semester, 1969, after enrolling for the first time in the Fall, had higher average unit loads in the Spring by 4.3 units (Orange Coast) and 3.4 units (Golden West) than did non-returning students in the Fall.

Item: Of those students enrolling for the first time in Fall, 1968, and who identified themselves as American Indians, a greater proportion did not return for the Spring Semester than did.

Item: Of those students enrolling for the first time in Fall, 1968, and indicating a family income of $6,000 per year or more, a greater proportion returned than did not.

INTRODUCTION

The statistics reported above represent a selection of results of a statistical report produced by Project Follow-Through at the Orange Coast Junior College District and are presented in this document. The primary purpose of Project Follow-Through consists of developing a systematic means of gathering and storing information about students pursuing studies at either Golden West or Orange Coast College, the two colleges within the Orange Coast Junior College District.

This document is the first of a series of similar reports outlining differences between returning and non-returning students in the Orange Coast Junior College District with respect to the manner in which they respond to questions asked them by Project Follow-Through.

Earlier Project Follow-Through reports shied away from drawing conclusions based upon the data gathered in the execution of the project. The series of reports initiated by this document, however, will begin to relate data gathered from students to their tenacity over time in terms of pursuing their college programs at the Orange Coast Junior College District. You will find no world-shattering conclusions about junior college students in these reports, nor will you find recommendations as to policy. You will find evidences of differences with which Orange Coast Junior College students answer certain questions about themselves as related to whether or not they return to Golden West or Orange Coast College after their semester of initial registration.

In addition to data gathered from all students when applying for initial admission to one of the two District colleges, additional data are gathered from students who do not return. This is accomplished through the expedient of mailing follow-up questionnaires to students who fail to enroll for classes in any semester following one in which they did enroll. Additional information about this follow-up process and data gathered as a result may be found in the series of Project Follow-Through reports entitled "They Didn't Come Back."

DATA GATHERING

The population of students from whom data are gathered for purposes of Project Follow-Through consists of day school students, full or part time, who enrolled for the first time in the Orange Coast Junior College District in the Fall Semester, 1968, or anytime thereafter.

When applying for admission to one of the District colleges, students fill out an application form to which have been appended a number of questions designed specifically to serve the purposes of Project Follow-Through. Responses to the questions are recorded in the Project Follow-Through data bank from which they are available for study and analysis as desired.

Project Follow-Through got under way during the summer of 1968. Application and registration procedures for entering freshmen for the Fall Semester, 1968, had been completed by the majority of high school graduates within the District who intended to register for classes in the Fall Semester. This was done before June, prior to Fall registration. As a result, the only way to gather data on many incoming freshmen involved the use of a mail questionnaire which would gather data to supplement that already gathered as a matter of course in the regular college matriculation procedure.

The questionnaire form used to gather the supplementary data appears as Figure I. This document was mailed to 3,090 full-time day college students. Address labels were affixed to the top of the questionnaire in such a way that they showed through window envelopes used to mail the questionnaire to the student. The material sent to the student included a prepaid, postage return envelope and an explanatory letter.

While preparing this mailing, we decided to include, as part of the population of the project, part-time students as well. Additional labels were produced accordingly and a second mailing to 1,805 part-time day college students was prepared and mailed.

Our returns from these two mailings were excellent. Generally, one looks upon a rate of return for mail questionnaires of 8 percent to 10 percent as very good. Our rate of return exceeded 49 percent. Had we been able to present our questionnaire to the students when they applied for admission and registered, we would have enjoyed close to 100 percent response. Thus, we prepared yet a third mailing of 2,487 questionnaires which was sent to those who did not return their first questionnaire. Our total return exceeds 54 percent of the students enrolling for the Fall Semester, 1968.

Starting with the Spring, 1969 Semester, data gathered from students when the student originally matriculates at one of the District colleges are done so as part of the regular admissions procedure. Thus, data presented in reports of this series subsequent to this one will reflect data gathered from all registering students rather than only those who return supplementary registration data questionnaires.

Data gathered through the use of the admissions application form are rather constant in nature, tending not to change from semester to semester during the student's college career. In order to measure aspects of students that seem more likely to change each semester, an additional data gathering instrument is used each time a student enrolls for classes during a semester. This instrument is known as the enrollment questionnaire and is illustrated in Figure II. As with information gathered through use of the application form, and the supplementary registration data questionnaire, enrollment questionnaire data are available in the Project Follow-Through data bank for analysis.

RESULTS

The results of the data gathering processes described above are reported in the series of Project Follow-Through reports entitled "Here They Are." The results reported in this document compare the manner in which students responded to questions on the application for admission (or the supplementary registration data mail questionnaire) and the enrollment questionnaire with whether or not they returned after the Fall, 1968 Semester to enroll in the Spring, 1969 Semester.

Figure III shows the response frequencies for questions appearing on the application for admissions form and the enrollment questionnaire categorized by college and by whether or not the respondents returned to register for classes in the Spring Semester, 1969, after initially registering and enrolling in classes in the Fall Semester, 1968.

Column entries on the report in Figure III show the number of returning and non-returning students categorized as to how they answered the questions. Also shown are the percentages of total returning and non-returning students who answered the question by selecting one of several possible responses and a number indicating the level of significance (.01 or .05) that characterizes the difference between the proportion of returning and non-returning students who answer the question that way.

CONCLUSIONS AND OBSERVATIONS

Conclusions based upon data such as those shown in Figure III are tough to draw, although this does not seem to dissuade many from doing so anyway. Our approach here begins with the observation that most students, however they answer the Project Follow-Through questions, came back for

more college work in the Spring, 1969 Semester. In view of this, it seems most revealing to review the report shown in Figure III for the purpose of identifying those response items that seem significantly related to not returning. We've done this and those questionnaire items that are contrary to the normal run of things, namely that seem to identify non-returning behavior on the part of respondents, are each discussed briefly below.

American Indian Ethnic Background

Of those students who identified themselves as American Indians, more students did not return for a second semester than did. The difference in the proportions of returning versus non-returning students answering the question in this manner is significant at the .01 level. On the basis of this statistic, one cannot very well conclude that American Indians at the Orange Coast Junior College District have a greater propensity to drop out after one semester than other ethnic types. All evidence gathered by personal observation of the student bodies of the two colleges suggests that there are not anywhere near 162 students whose ancestors crossed the Bering Straits three or four thousand years ago, although this is the number of students who indicated American Indian ethnic backgrounds. There are, however, and this observation is also based upon a "casual empiricism" approach to things, a number of students whose dress and demeanor suggest that they identify with a social group known to many today as "hippies." Members of this ill-defined group often affect head bands, beads, and other ersatz Amerind artifacts and many have checked the "American Indian" response accordingly. Ah! This leads to a conclusion pleasing, one would suppose, to establishment or Jack Armstrong types, namely that hippies, as

a group, tend to drop out of college after one semester more frequently than other types of students.

Satisfying as this conclusion may be to some, the data on 162 individuals who check this response to an ethnic background question really don't support such a broad generalization. Past studies of how individuals respond on multiple choice questionnaires indicate a strong preference for checking the first of a number of alternate responses regardless of the appropriateness of the answer. Maybe through haste or indifference, 162 registering students checked this response without reading the question.

Working For High School Diploma

Of those students indicating that they were enrolled in junior college to earn a high school diploma at Orange Coast College, a greater proportion did not return for a second semester than did. Hopefully, this indicates that the individual earned their diplomas.

Working For A Certificate Of Completion

Of those students indicating that they were enrolling at Orange Coast College to earn a certificate of completion in an occupational program, more did not return than did. One could imply a couple of things from this statistic:

> Students, being dissatisfied with their occupational program, drop out of college altogether.
>
> Students, after a semester or less of work in an occupational program, find employment and leave college to work.

One hears the second of these conclusions from time to time articulated with some pride by college officials, but almost always about attrition after two or more semesters of work. As for the first conclusion,

dissatisfaction with a particular program is no logical reason to drop college as opposed to changing majors. There is considerable justification for believing that many students, when applying for admission, do not understand what a completion certificate is very thoroughly. This does not, of course, explain why those who check this response might drop out of college more readily than others.

Picked Four-Year School Because It Is Close To Home

Orange Coast students, indicating that they chose their four-year college because it was close to home, dropped out of Orange Coast with a greater frequency than did those answering otherwise. One might think, therefore, that those students who will not or cannot leave home to attend college probably aren't dedicated enough to complete more than one semester. Once again, drawing this sort of conclusion is rather hasty. The fact is that most students indicating any reason at all for picking a four-year college to transfer to following their junior college experience dropped out during or after their first semester of college work, although the proportional differences between returning and non-returning students are not statistically significant for most of the other responses.

Working In Field Related To Major

More Golden West College students working in their major field or in a field related to their college major dropped out of college after the first semester than returned. This might mean that Golden West is doing a tremendous job of preparing their students to become competent workers. It may also mean that compared to the real world, Golden West students find college work in their major field less rewarding than doing the work itself. Most probably, neither of these conclusions is justified by these statistics.

Will Complete Junior College Program This Semester

Neither Orange Coast nor Golden West Colleges have many programs that can be completed in one semester or less. Thus, this question would be answered yes only by students transferring to us from another college or by those enrolled in the few programs that can be completed in one semester or less. At Orange Coast, a significant proportion of those who said they would finish did not return. This seems reasonable. At Golden West, however, a significant proportion of those who said they would finish did return. Maybe this says that Golden West does a good job of convincing students about to finish of the desirability on continuing their education. Maybe it means that these students were unable to finish their programs at Golden West despite what they thought they could do.

Eligible For Scholarship

A significant proportion of Orange Coast students indicating that they were elibible for a scholarship did not return. Probably, the scholarship didn't come through. It's possible that it did and the student skipped out with the proceeds, but this would seem unlikely.

Vocational Or College Preparatory High School Major

Orange Coast students who indicated their high school majors to be either vocational or college preparatory in nature tended to drop out more frequently than those students who did not answer the question at all. This does not seem to be the case at Golden West where a significantly larger proportion of students indicating a college preparatory high school major returned than stayed away.

THE FUTURE

Future reports in this series will have more meaningful conclusions to draw, we think, by virtue of being based upon a wider number of students. In process, as of this writing, are a series of reports investigating relationships that may exist between student responses to the questions appearing in Figure III and students' propensities to leave college after one, two, three, or more semesters of work.

ORANGE COAST JUNIOR COLLEGE DISTRICT
PROJECT FOLLOW-THROUGH

SUPPLEMENTARY
REGISTRATION DATA

1.
2.
3.

Social Security Number

4. Are you a United States Citizen? ☐ Yes ☐ No
If no, type of visa held: _____

5. Check educational benefits you are eligible to receive:
☐ 1966 G.I. Bill ☐ Vet Dependent ☐ War Orphan ☐ Vocational Rehabilitation
Disabled Vet Other _____

6. Which of the following is now in active military service?
☐ Self ☐ Father ☐ Mother ☐ Spouse ☐ Guardian ☐ None

7. If you are a high school graduate, write the name and city of your school below.
Name _____ Year of Graduation _____
City _____

8. Write the names and cities of any colleges or universities you have attended prior to this semester (Include OCC and GWC).

Name	City	State	Dates	Units Earned	Degrees Earned

9. Which of the following is now living? ☐ Father ☐ Mother ☐ Neither

10. With whom will you be living while attending college?
☐ Father ☐ Mother ☐ Father and Mother ☐ Court-Appointed Guardian
☐ Other Person ☐ Alone

11. If you are not now living with one or both of your parents, when did you stop?
(Date) _____

12. Check your ethnic background:
☐ American Indian ☐ American Negro ☐ Philippino American ☐ Oriental American
☐ Mexican American ☐ Spanish American ☐ Foreign Student ☐ Other _____

13. What is your marital status? ☐ Married ☐ Single ☐ Divorced

Figure I

14. What is your enrollment plan?
☐ Two Year Degree ☐ Transfer Program ☐ MDTA ☐ Completion Certificate
☐ Adult ☐ Apprentice ☐ Specified Business Courses
☐ Trade Extension Supplementary Education

15. What is your present occupation, if any? _____

16. What is your height? ____ Feet ____ Inches

17. What is your weight? ____ Pounds

18. Have you had a serious health problem, injury, or surgery? ☐ Yes ☐ No
If yes, explain _____

19. If you intend to transfer, have you selected a school? ☐ Yes ☐ No
If yes, what school? _____

20. At what college will you do most of your junior college work?
☐ Golden West ☐ Orange Coast ☐ Other: _____

21. On what basis did you pick your junior college?
☐ Close to Home ☐ High School Presentation by College ☐ Friend's Advice
☐ Parent's or Guardian's Advice ☐ High School Counselor's Advice
☐ College Counselor's Advice ☐ Other: _____

22. If you are a transfer student, on what basis did you pick your four-year school?
☐ Close to Home ☐ High School Presentation by College ☐ Friend's Advice
☐ Parent's or Guardian's Advice ☐ High School Counselor's Advice
☐ College Counselor's Advice ☐ Other _____

23. On what basis did you pick your college major or vocational choice?
☐ High School Presentation by College ☐ Friend's Advice
☐ Parent's or Guardian's Advice ☐ High School Counselor's Advice
☐ College Counselor's Advice ☐ Other _____

24. Estimate the annual family income of your parents or guardians:
☐ Less than $3,000 ☐ Between $3,000 and $6,000 ☐ Between $6,000 and $10,000
☐ Between $10,000 and $15,000 ☐ Over $15,000

25. If you are not a high school graduate, how many years of schooling have you completed? _____

26. Have you ever been or are you presently enrolled in a vocational program in any California public educational institution? ☐ Yes ☐ No
If yes, under what name did you enroll? _____

27. What was your high school major? ☐ College Preparatory ☐ Vocational

28. Write your selective service classification here. _____ (Male Only)

Figure I (Continued)

PROJECT FOLLOW-THROUGH, SEMESTER ENROLLMENT QUESTIONNAIRE

Name_____ I.D. No._____ Soc. Sec. No._____

1. If you are employed, how many hours weekly do you work? ☐ 0 ☐ 1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ 40 Plus
2. Approximately how much do you earn per week while attending college? $_____
3. Are you now seeking part-time employment (present job status not considered)? ☐ Yes ☐ No
4. If you are now working (or in the armed services) 30 or more hours per week, do you work
   ☐ In your major field ☐ In an unrelated field ☐ In a related field ☐ Working less than 30 hours per week
5. What are your transfer plans at this time? ☐ Non-transfer ☐ California State College ☐ California State University
   ☐ Private California College or University ☐ Out-of-State College or University
6. Write your major code here (see reverse side) _____
7. Will you complete your junior college program this semester? ☐ Yes ☐ No
8. At this time what is your career objective?
   ☐ Professional (five or more years of college) ☐ Educator ☐ Military ☐ Technician ☐ Athlete
   ☐ Corporate Executive ☐ Fine Arts ☐ Tradesman or Journeyman ☐ Self Employment ☐ Other ☐ Undecided
9. On what basis have you chosen your career objective? ☐ Parent's or guardan's advice ☐ Friend's advice
   ☐ College counselor's advice ☐ College instructor's advice ☐ Advice of high school teacher or counselor
   ☐ Your own determination ☐ Other ☐ Undecided on career objective

Figure II

PROJECT FOLLOW-THROUGH
COMPARATIVE REPORT
FALL - SPRING 68/69

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
ETHNIC BACKGROUND										
AMERICAN INDIAN	39	1.9	95	5.6	.01			28	8.2	.01
AMERICAN NEGRO	33	1.6	11	.6	.01	13	1.3	4	1.1	
PHILIPPINO AMERICAN	8	.3	8	.4		5	.5	1	.2	
ORENTIAL AMERICAN	7	.3	11	.6		6	.6	1	.2	
MEXICAN AMERICAN	10	.4	11	.6		7	.7	3	.8	
SPANISH AMERICAN	33	1.6	26	1.5		13	1.3	4	1.1	
FOREIGN STUDENT	7	.3	2	.1		1	.1		.0	
OTHER	427	20.9	400	23.9		110	11.3	41	12.0	
NO ANSWER	1,354	66.5	1,104	66.1	.01	772	79.9	259	75.9	.01
MARITAL STATUS										
MARRIED	206	10.1	188	11.2		64	6.6	50	14.6	.01
SINGLE	1,498	73.6	943	56.5	.01	485	50.2	175	51.3	
DIVORCED	17	.8	21	1.2		3	.3	4	1.1	
WIDOWED	5	.2	3	.1		1	.1		.0	
NO ANSWER	308	15.1	513	30.7	.01	413	42.7	112	32.8	.01
FAMILY INCOME										
LESS THAN $3,000	41	2.0	27	1.6		13	1.3	4	1.1	
BETWEEN $3,000 and $6,000	181	8.8	128	7.6		57	5.9	23	6.7	
BETWEEN $6,000 and $10,000	422	20.7	277	16.5	.01	166	17.1	64	18.7	
BETWEEN $10,000 and $15,000	526	25.8	340	20.3	.01	197	20.3	73	21.4	
OVER $15,000	363	17.8	241	14.4	.01	77	7.9	43	12.6	.05
NO ANSWER	501	24.6	655	39.2	.01	456	47.2	134	39.2	.05

SL -- SIGNIFICANT LEVEL

FIGURE III

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
REASON FOR CHOOSING A PARTICULAR COMMUNITY COLLEGE										
CLOSE TO HOME	804	39.5	557	33.3	.01	345	35.7	141	41.3	
HIGH SCHOOL PRESENTATION BY COLLEGE	28	1.3	16	.9		4	.4	1	.2	
FRIEND'S ADVICE	196	9.6	141	8.4		20	2.0	9	2.6	
PARENT'S OR GUARDIAN'S ADVICE	53	2.6	44	2.6		11	1.1	4	1.1	
HIGH SCHOOL COUNSELOR'S ADVICE	79	3.8	47	2.8		12	1.2	4	1.1	
COLLEGE COUNCELOR'S ADVICE	29	1.4	23	1.3		1	.1	1	.2	
OWN DETERMINATION	1	.0		.0		3	.3		.0	
OTHER	527	25.9	318	19.0	.01	157	16.2	69	20.2	
NO ANSWER	317	15.5	522	31.2	.01	413	42.7	112	32.8	.01
SEX										
MALE	1,293	63.5	990	59.3	.01	569	58.9	224	65.6	.01
FEMALE	741	36.4	678	40.6	.01	397	41.0	116	34.0	.01
NO ANSWER		.0		.0			.0		.0	
BASIS FOR PICKING MAJOR OR VOCATION										
HIGH SCHOOL PRESENTATION BY COLLEGE	36	1.7	17	1.0		18	1.8	8	2.3	
FRIEND'S ADVICE	83	4.0	45	2.6	.05	24	2.4	6	1.7	
PARENT'S OR GUARDIAN'S ADVICE	150	7.3	83	4.9	.01	40	4.1	16	4.6	
HIGH SCHOOL COUNCELOR'S ADVICE	72	3.5	49	2.9		46	4.7	10	2.9	
COLLEGE INSTRUCTOR'S ADVICE	6	.2	8	.4			.0		.0	
OWN DETERMINATION	2	.0		.0		4	.4		.0	
OTHER	1,072	52.7	687	41.1	.01	371	38.4	155	45.4	.05
NOT DECIDED ON MAJOR	116	5.7	132	7.9	.01	4	.4	1	.2	
NO ANSWER	449	22.0	608	36.4	.01	442	45.7	137	40.1	

SL -- SIGNIFICANT LEVEL

FIGURE III (Continued)

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
ENROLLMENT PLAN										
TWO-YEAR DEGREE	600	29.4	365	21.8	.01	127	13.1	66	19.3	.01
TRANSFER PROGRAM	921	45.2	555	33.2	.01	405	41.9	129	37.8	
COMPLETION CERTIFICATE	54	2.6	74	4.4	.01	10	1.0	8	2.3	
APPRENTICE PROGRAM	6	.2	4	.2			.0	1	.2	
HIGH SCHOOL DIPLOMA	18	.8	30	1.7	.05		.0	2	.5	.05
GENERAL INTEREST	52	2.5	42	2.5			.0	1	.2	
NO ANSWER	350	17.2	557	33.3	.01	418	43.2	114	33.4	.05
TRANSFER PLANS										
NON-TRANSFER	429	21.0	357	21.4		124	12.8	80	23.4	.01
CALIFORNIA STATE COLLEGE	864	42.4	413	24.7	.01	441	45.6	131	38.4	.05
CALIFORNIA STATE UNIVERSITY	255	12.5	134	8.0	.01	82	8.4	21	6.1	
PRIVATE CALIFORNIA COLLEGE OR UNIVERSITY	89	4.3	64	3.8		27	2.7	6	1.7	
OUT-OF-STATE COLLEGE OR UNIVERSITY	89	4.3	77	4.6		37	3.8	22	6.4	.05
NO ANSWER	308	15.1	623	37.3	.01	255	26.3	81	23.7	
BASIS FOR PICKING FOUR-YEAR SCHOOL										
CLOSE TO HOME	2	.0	35	2.0	.05	2	.2		.0	
HIGH SCHOOL PRESENTATION BY COLLEGE	2	.0	5	.2			.0		.0	
FRIEND'S ADVICE	1	.0	23	1.3			.0		.0	
PARENT'S OR GUARDIAN'S ADVICE	1	.0	21	1.2		1	.1		.0	
HIGH SCHOOL COUNCELOR'S ADVICE	1	.0	7	.4			.0		.0	
COLLEGE COUNCELOR'S ADVICE		.0	16	.9			.0		.0	
COLLEGE INSTRUCTOR'S ADVICE		.0	8	.4		1	.1		.0	
OWN DETERMINATION		.0		.0		1	.1		.0	
NOT DECIDED	8	.3	90	5.3		2	.2		.0	
OTHER	1	.0	50	2.9	.05	3	.3		.0	
NO ANSWER	2,018	99.2	1,413	84.7	.01	956	98.9	341	.0	

SL -- SIGNIFICANT LEVEL

FIGURE III (Continued)

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
NUMBER OF HOURS SPENT WORKING PER WEEK										
ZERO	620	30.4	361	21.6	.01	240	24.8	76	22.2	
1-10	124	6.0	64	3.8	.01	57	5.9	19	5.5	
11-20	319	15.6	176	10.5	.01	159	16.4	62	18.1	
21-30	273	13.4	186	11.1	.05	145	15.0	51	14.9	
31-40	164	8.0	126	7.5		44	4.5	34	9.9	.01
MORE THAN 40	109	5.3	74	4.4		27	2.7	16	4.6	
NO ANSWER	425	20.8	681	40.8	.01	294	30.4	83	24.3	.05
FIELD IN WHICH WORKING IS:										
MAJOR FIELD	44	2.1	44	2.6		19	1.9	20	5.8	.01
FIELD RELATED TO MAJOR	43	2.1	30	1.7		12	1.2	12	3.5	.05
FIELD UNRELATED TO MAJOR	255	12.5	148	8.8	.01	95	9.8	34	9.9	
WORKING LESS THAN 30 HOURS	245	12.0	133	7.9	.01	116	12.0	47	13.7	
NO ANSWER	302	14.8	620	37.1	.01	253	26.1	81	23.7	.05
CAREER OBJECTIVE										
PROFESSIONAL (5 OR MORE YEARS OF COLLEGE)	405	19.9	248	14.8	.01	199	20.6	63	18.4	
EDUCATOR	216	10.6	105	6.2	.01	127	13.1	33	9.6	
MILITARY	25	1.2	5	.2	.01	1	.1	2	.5	
TECHNICIAN	115	5.6	33	1.9	.01	34	3.5	22	6.4	.05
ATHLETE	12	.5	3	.1		8	.8	1	.2	
CORPORATE EXECUTIVE	55	2.7	42	2.5		21	2.1	6	1.7	
FINE ARTS	135	6.6	71	4.2	.01	43	4.4	22	6.4	
TRADESMAN OR JOURNEYMAN	22	1.0	12	.7		8	.8	5	1.4	
SELF EMPLOYED	84	4.1	50	2.9		23	2.3	15	4.3	
OTHER	911	44.7	1,059	63.4	.01	490	50.7	163	47.8	

SL -- SIGNIFICANT LEVEL

FIGURE III (Continued)

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
BASIS FOR PICKING CAREER OBJECTIVE										
PARENT'S OR GUARDIAN'S ADVICE	102	5.0	49	2.9	.01	36	3.7	13	3.8	
FRIEND'S ADVICE	28	1.3	14	.8		15	1.5	2	.5	
COLLEGE COUNCELOR'S ADVICE	23	1.1	20	1.1		23	2.3	10	2.9	
COLLEGE INSTRUCTOR'S ADVICE	7	.3	4	.2		7	.7	3	.8	
ADVICE OF HIGH SCHOOL TEACHER OR COUNSELOR	35	1.7	35	2.0		30	3.1	10	2.9	
OWN DETERMINATION	1,120	55.0	658	39.4	.01	452	46.7	167	48.9	
OTHER	103	5.0	56	3.3	.05	37	3.8	10	2.9	
UNDECIDED ON CAREER OBJECTIVE	250	12.2	179	10.7		100	10.3	37	10.8	
NO ANSWER	366	17.9	653	39.1	.01	266	27.5	89	26.0	
COMPLETE JUNIOR COLLEGE PROGRAM THIS SEMESTER										
YES	118	5.8	177	10.6	.01	103	10.6	61	17.8	.01
NO	1,550	76.2	829	49.7	.01	599	62.0	189	55.4	
NO ANSWER	302	14.8	622	37.2	.01	253	26.1	81	23.7	
EDUCATIONAL BENEFITS ELEGIBLE TO RECEIVE										
1966 G.I. BILL	210	10.3	126	7.5	.01	47	4.8	32	9.3	.01
VET DEPENDENT	48	2.3	25	1.4		17	1.7	3	.8	
WAR ORPHAN	10	.4	6	.3		6	.6	1	.2	
VOCATIONAL REHABILITATION	6	.2	6	.3		2	.2	2	.5	
DISABLED VET	4	.1	2	.1			.0		.0	
SCHOLARSHIP	4	.1	15	.8	.01	3	.3		.0	
OTHER	36	1.7	20	1.1		9	.9	3	.8	
NONE	1,716	84.3	1,468	88.0	.01	882	91.3	300	87.9	

SL -- SIGNIFICANT LEVEL

FIGURE III (Continued)

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
EVER BEEN OR ARE PRESENTLY ENROLLED IN A VOCATIONAL PROGRAM										
YES	80	3.9	62	3.7		25	2.5	15	4.3	
NO	1,491	73.3	1,015	60.8	.01	470	48.6	201	58.9	.01
NO ANSWER	463	22.7	591	35.4	.01	471	48.7	125	36.6	.01
HIGH SCHOOL MAJOR										
COLLEGE PREPARATORY	20	.9	318	19.0	.01	16	1.6		.0	.05
VOCATIONAL	8	.3	121	7.2	.01	3	.3	1	.2	
NO ANSWER	2,006	98.6	1,229	73.6	.01	947	98.0	340	99.7	.05

SL -- SIGNIFICANT LEVEL

FIGURE III